

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Shavon Marie Jackson
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Crawford Elementary School
(As it should appear in the official records)

School Mailing Address 1116 North Parker Road
(If address is P.O. Box, also include street address.)

City Russellville State AR Zip Code+4 (9 digits total) 72801-3149

County Pope

Telephone (479) 968-4677 Fax (479) 890-4910

Web site/URL Http://www.russellvilleschools.net/o/cr E-mail shavon.jackson@rsdk12.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Mark Gotcher E-mail Mark.gotcher@rsdk12.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Russellville School District Tel. (479) 968-1306

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Chris Cloud
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 10 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	35	44	79
1	37	40	77
2	27	33	60
3	24	34	58
4	37	29	66
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	160	180	340

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 6.2 % Black or African American
 - 36 % Hispanic or Latino
 - 0.6 % Native Hawaiian or Other Pacific Islander
 - 45 % White
 - 10.2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 26%

If the mobility rate is above 15%, please explain:

Crawford is a high poverty school. Many of our students are highly mobile due to family financial circumstances. During the 2018-2019 school year we had 49 students move to Crawford and 39 students move away from Crawford. Out of the 49 that moved to Crawford: 13 were from out of state, 29 were from out of town, 1 transferred from another school in the district, 2 students returned from a behavior facility in another town, and 3 students came from a home school setting. Out of the 39 students that moved away from Crawford: 10 moved out of state, 22 moved out of town, 4 transferred to another school within the district, 2 students went to a behavioral facility in another town, and 1 student moved to a home school setting.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	49
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	39
(3) Total of all transferred students [sum of rows (1) and (2)]	88
(4) Total number of students in the school as of October 1, 2018	338
(5) Total transferred students in row (3) divided by total students in row (4)	0.26
(6) Amount in row (5) multiplied by 100	26

6. Specify each non-English language represented in the school (separate languages by commas):

English, Spanish, Arabic, Chuukese, Marshallese, Tonga, and Hmong.

English Language Learners (ELL) in the school: 30 %
102 Total number ELL

7. Students eligible for free/reduced-priced meals: 89 %

Total number students who qualify: 302

8. Students receiving special education services: 14 %

47 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>8</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>24</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	93%	92%	92%	93%	93%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Educate, equip, and empower all students to be productive, contributing members of their school, community, and world, by preparing students for college and career readiness.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Russellville, Arkansas, located in the heart of the River Valley, is home to approximately 28,000 residents. Russellville is known for its beautiful landscapes, state park, and local businesses. An additional source of pride for our community is Arkansas Tech University, which has an enrollment of approximately 11,000 students. Several food processing plants including Tyson and ConAgra as well as manufacturing plants like Mahla and Firestone are major employers that contribute to our economy and growing diversity. Another major employer is Arkansas Nuclear One, a nuclear power plant located on the outskirts of the town. The annual median household income is roughly \$42,000 for Russellville residents. The community poverty rate is twenty-two percent. Though the poverty rate may be significant, the opportunities afforded to our students, regardless of socio-economic status, are great.

Crawford Elementary, one of six elementary schools in the Russellville School District, is nestled in the center of a low-income neighborhood. We are a Title I school that serves 340 students in kindergarten through fourth grade. We have a diverse student population where we serve the following demographics: 48% Caucasian, 38% Hispanic, 9% two or more races, 5% African-American, and 2% Asian. Thirty-one percent of our students are English Language Learners (ELLs). Ninety-one percent of our student population receives free or reduced lunch. While being a high poverty school comes with its challenges, our teachers and staff demonstrate a commitment to excellence when serving our students' needs.

“Every child deserves a champion – an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.” These powerful words spoken by educator and renowned speaker, Rita Pearson, exemplify the type of caring teachers that serve Crawford Elementary students every day. Teachers understand the importance of relationships and are intentional in using a whole child approach when educating scholars. We are laser-focused on our goals to “educate, equip, and empower” all students to reach their full potential. Our motto is simple, yet powerful, “We care when caring is hard.” Our teachers know that educating students goes beyond core content. We want every student that enters our doors each day to feel safe, loved, and connected.

Over the past three years, Crawford has experienced tremendous academic growth. Due to an intentional focus on student learning and collaboration, Crawford raised the school letter grade from a D in 2017 to a B in 2019. During this time, our staff made systemic changes to ensure relevant and engaging learning for all students was a priority. We have a comprehensive RTI program in which key stakeholders meet regularly to discuss and implement necessary academic and behavioral supports. Through our RTI process, teachers have gained a better understanding of differentiated and tiered instruction, allowing them to provide more meaningful learning experiences. As a result, in 2018 and 2019, The Office for Education Policy recognized Crawford for High Overall ELA and math growth students scored among the top 10% of all schools in the state and region on the ACT Aspire Test. We also earned the “Beating the Odds” award for academic growth in 2018. As a result, Crawford has quickly become known as a “School on the Rise” in the Russellville community.

In addition to providing quality content and instruction, we aim to develop the whole child. Every day, our students use a check-in system that allows them to checkmark an emotional state they are feeling each morning. Our counselor then looks at the data and provides emotional support where needed. Our counselor and school psychologist also provide a plethora of group and one-on-one counseling sessions to support students' social and emotional needs. Through Google forms and discussions, counselors survey teachers on a regular basis to assess current needs and then use that information to create small group counseling sessions. In addition, they are implementing the program “Zones of Regulation” in an effort to educate children on how to understand their emotions and learn to self-regulate. We saw a drastic decrease in disciplinary issues as a result of teaching students how to effectively manage their emotions. We also have a behavior resource team made up of teachers from different grade levels and specialties. This team provides effective behavior strategies to teachers and students, a vital resource our school needs. To support students' social needs, teachers have taken initiative to provide a variety of clubs that engage all students like, American Sign Language, photography, media, fitness, basketball, spirit squad, and ninja warrior.

The inclusion of community partnerships has served as an integral part of our students' success. We partner with a local church that provides funding to support our food backpack program, enabling us to provide backpacks to over 60 students and families weekly. We also collaborate to create an after-school tutoring program that allows a select group of students to attend tutoring one day a week to receive additional support and mentoring. In addition, other local businesses and churches provide ample resources such as counseling services, clothes, shoes, and financial assistance to our students and families in need.

Crawford Elementary's mascot is the Eagle. In typical Eagle fashion, our students, staff, and families have risen above the storm. We have proven time and time again that we are tenacious and fearless in our pursuit of excellence. We are committed to providing our students and families with the necessary tools to continue soaring for years to come.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Crawford teachers hold the belief that they should not be a “sage on the stage” but rather a facilitator of learning. In all subject areas, teachers challenge students to be critical thinkers and problem solvers. They put the learning responsibility in all stakeholders' hands, encouraging students to be in control of their education. Teachers utilize a workshop model across all subject areas in which they scaffold lessons in order to meet all students' individual needs. Because our teachers implement different strategies, including interventions and enrichment, our students are able to reach mastery at their own pace. Timely feedback allows students to make necessary corrections and solidify their understanding of core concepts, thus increasing student achievement.

1b. Reading/English language arts

The core of our reading and language arts instruction is the Arkansas State Standards which provide clear learning goals for teachers and students. Grade level teams meet regularly, both horizontally and vertically, to unpack standards as well as to create relevant and engaging lessons aligned to these state standards. While the standards provide a guide for teachers, regular assessment and feedback allow for continued academic growth.

Our reading curriculum is Journeys. Teachers use Journeys as a resource to guide their multifaceted reading instruction. Crawford participates in the Arkansas Reading Initiative for Student Excellence (R.I.S.E.) campaign. This initiative has a focus on phonics instruction and phonological awareness. Kindergarten through second grade teachers use the Heggerty Phonemic Awareness program which provides a workshop model to strengthen students' phonemic awareness and their ability to manipulate sounds and words orally. They also use the program Phonics First to supplement reading instruction. With this program, teachers use a three part drill to teach decoding skills. In third and fourth grade, we expand word study with the program, Vocabulary Surge, to teach the most common Anglo-Saxon words, affixes, Latin roots, and Greek combining forms.

At all grades levels, teachers conduct small group reading instruction. Students are grouped by reading levels and skills with lessons and activities based on student data. Teachers use a variety of strategies to build accuracy and automaticity of skills including, assisted learning, decodable text reading in grades K-2, guided reading with leveled texts at grades 3-4, phonemic awareness activities, oral language and vocabulary activities to build language comprehension, concepts of print instruction, letter ID, and multisensory activities. Many of the activities include various manipulatives such as magnetic letters, sand trays, and visual cards. Literacy centers are also used to reinforce previously taught skills.

We use a wide selection of assessment tools to monitor students' reading abilities and growth. At the beginning of the year, we administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. Teachers also conduct accuracy and comprehension checks on a regular basis. We progress monitor all students on a bi-monthly basis on Istation. Classroom teachers use reading data to drive their daily instruction. During quarterly Response to Intervention (RTI) meetings, we discuss and analyze data from the various assessments in order to determine individual intervention and enrichment needs.

Empowering Writers is the curriculum we use for writing instruction. This curriculum allows teachers to teach the writing process at a deep level. Students in grades K-2 are taught the basics of writing. Students in grades 3-4 learn how to annotate and develop their ideas. In all grades, students learn how to work collaboratively with their peers to edit and revise their writing. Teachers lead writing conferences on a regular basis in order to provide timely feedback and opportunities for students to continue to improve. Third and fourth grade students are assessed quarterly using an expository or narrative prompt. Teachers use

writing data from district provided prompts, classroom assignments, and the ACT Aspire to determine students' writing needs then plan for future instruction.

1c. Mathematics

Crawford Elementary provides students with a number of math resources to help students excel. Our math curriculum is Eureka Math (EM). The use of a guaranteed and viable curriculum over time has allowed teachers to use a consistent instructional approach across grade levels. As a result, Crawford continues to see steady growth in our math scores each year. Eureka Math is presented in modules, and lessons are designed in a logical sequence. Many teachers have attended Cognitively Guided Instruction (CGI) training to learn new math strategies to use in conjunction with the strategies presented in EM. Our goal in math is to provide students with real world application problems that allow for a deep understanding of math concepts rather than surface level memorization.

Because of varying skill levels in each class, teachers present lessons using a wide range of strategies. In a typical math lesson, teachers will teach, model, reteach, work with students in small groups, and provide individualized instruction to students that need additional support. Teachers use innovative, hands-on lessons to engage students and deepen their understanding of core concepts. At lower grades, students use mathematical manipulatives that visually help them develop strong number sense when learning addition, subtraction, place value, shapes, and how to tell time. Examples of manipulatives include base ten blocks, ten frames, two color counters, 120 charts, dice, playing cards, 2D and 3D shapes, tangrams, and clocks. In upper grades, teachers continue to use these same manipulatives used in kindergarten through second grade for students who need additional support. Additional manipulatives are used in order to teach geometry, fractions, and other skill progressions that are aligned to third and fourth grade standards. Examples of manipulatives include rulers, fraction tiles, geometric shapes, multiplication arrays, tangrams, liquid measurement tools, number lines, and play money. Teachers also use math centers in which students rotate to different centers and work on targeted math skills. Students are presented with multiple strategies to solve problems and then given an opportunity to choose which strategy works best for them.

We use multiple measures to assess students' understanding. Daily assignments, questioning, exit tickets, whiteboards, technology resources, center rotations, and the ACT Aspire Interim tests are all used to formatively assess students' math comprehension. Summative tests include regular classroom assessments, unit tests, the ACT Aspire, and Istation. Students are progress monitored on a bi-monthly basis and work on Istation assignments multiple times a week. Teachers analyze data from both formative and summative assessments and use the data to drive instruction. Student data helps teachers determine how to place students for small group instruction as well as intervention and enrichment groups outside of the classroom. Teachers meet weekly to analyze and disaggregate data and then make informed decisions regarding student achievement. Multiple technology resources are used to further intervene and enrich student learning. Zearn and Embarcc are both digital resources that follow the EM curriculum and provide interactive videos, games, and instructional slides. We also use the digital resources, Prodigy, EdCite, and Xtra Math to aid in standard specific test prep questions. Students are constantly challenged and given multiple pathways to success with math.

1d. Science

Creatively designed science lessons highly engage students making them critical thinkers and problem-solvers. Teachers use the Project Lead the Way (PLTW) curriculum to ignite a love for science through hands-on, inquiry-based activities. During science lessons, teachers step aside, working solely as facilitators, and encourage students to lead their own learning. These evidence-based lessons require students to work collaboratively to solve real-world problems. A scientific issue is presented and then students apply their knowledge to design effective solutions to problems. During daily science lessons, students study topics such as erosion and matter, light and sound, and structure and function. Then, students are afforded a wealth of opportunities to engage in true-to-life scenarios like, building a city and saving it from a landslide, designing a cast to protect an injury, and programming their own computer games. PLTW focuses heavily on engineering with students learning engineering lessons as early as kindergarten. Students' participation in experiential learning opens their eyes to what is going on in the scientific world around them and provides

confidence to apply their knowledge in order to become a change agent. These efficiently crafted lessons give multiple pathways for students to demonstrate an understanding of these science modules. Teachers assess student projects and provide timely feedback on improving designs to deepen understanding and depth of knowledge, cementing in the students' minds.

In addition to daily science lessons, students visit the science lab once a week. Lessons are aligned to the Arkansas Science Standards and also connect to PLTW modules. Students participate in collaborative work where they engage in real-world science experiments and observe lifecycles. Students observe metamorphosis through observing mealworms and caterpillars, view the incubation period of ducks and chicks, and excitedly help with the upkeep of our garden. They not only learn the value of growing their own food but also the scientific facts surrounding the plant life cycle. Our science teacher and classroom teachers bring science to life and provide meaningful lessons that extend learning outside the walls of the traditional classroom.

1e. Social studies/history/civic learning and engagement

As educators, it is our role to bring the world to our students. Utilizing the Arkansas State Standards, students receive an introduction to civics and government, economics, geography, and history. These standards are taught in an integrated manner, providing opportunities for students to learn about the world around them. Students also participate in activities that provide real-world scenarios. For example, in an economics unit, second grade students set up a "market" where they buy and sell goods. Students learn valuable information about how to effectively advertise and market products and count money.

Crawford celebrates diversity and this is evidenced by our cultural awareness and desire to showcase the multiple cultures represented in our school. Students from Arkansas Tech University's International Student Organization partners with Crawford for a cultural showcase event. During this event, they share information about cultural practices, language, customs, regalia, and food. During Black History month, teachers and students decorate classroom doors to represent historical and influential African-Americans. This provides opportunities for students to learn about people they may never have been exposed to before.

We honor our Nation's history by celebrating servicemen and women who are part of our extended school family at an annual Veteran's Day Assembly. Students' families are invited to participate in this event as we highlight and honor veterans and active duty members. During this time, students learn about the various branches of the military and why we honor their service.

One of our main goals at Crawford is to create students that will one day be productive citizens. We teach them various ways they can contribute to society and the importance of community service. Students participate in service projects like community food drives and neighborhood cleanup projects. They get a sense of what it feels like to give back to their community. We hope these practices of giving back stay with them long after they have graduated from Crawford.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Crawford takes great pride in the specialty courses offered to students. Students participate in non-core curriculum classes including, art, music, physical education, and library media, one day a week for 50 minutes each. Specialists meet regularly and collaborate with core classroom teachers to create meaningful, cross-curricular learning experiences that engage all learning styles.

In art class, students are provided lessons that explore various genres and styles of visual art. Students must use critical thinking skills and creative problem-solving to create artwork using a wide range of mediums such as crayons, markers, chalk, as well as oil and chalk pastels. Students gain confidence throughout the year as our art teacher encourages creative expression and challenges each of them to follow his/her own

path by creating art that speaks personally to each one. The art teacher recognizes and celebrates students by displaying artwork and projects including self-portraits, mixed media collages, and two and three dimensional artwork in the hallways. Students participate in local, regional, and state art competitions. The Russellville School District holds an annual art showcase where select students are chosen to display their artwork for community viewing. In the area of fine arts, our district provides ample opportunities for students to attend live productions at the RSD Performing Arts Center. Students typically view three to four productions a year and have seen productions like, *The Lion King*, *Frozen*, *The Magic School Bus*, and *You're a Good Man, Charlie Brown*.

In music class, students develop a foundation for making beautiful music. Our National Board Certified music teacher concentrates on training students to hear tonality, creatively construct music, and distinguish various beats and movements. Students gain a sense of community by creating music together to produce one sound, one result. By collaborating with staff and community stakeholders, our teacher creates opportunities for students to participate in performances like musicals, a kindergarten graduation show, and caroling at local nursing homes. Fourth grade students spend months learning to play songs on a recorder and finish their Crawford musical career with the "Farewell Recorder Concert." Because music, like laughter, is a unifier of human experience, our district understands and supports student exposure to various means of musical expression and provides opportunities for students to gain an awareness of the variety of arts outside of their everyday lives. Our district provides opportunities for students to attend live productions at the RSD Performing Arts Center. Students typically view three to four productions a year and have seen productions like, *The Lion King*, *Frozen*, *The Magic School Bus*, and *You're a Good Man, Charlie Brown*.

The physical education (PE) teacher promotes health and wellness to students and staff. The teacher's overall goal is to show students and teachers how to be physically fit in multiple ways. Exposure to a variety of sports and games teaches students the fundamentals and foundations of many of them as well as provides opportunities to practice athletic skills. In all activities, students learn the importance of teamwork and good sportsmanship. Annual events like The Mile Fun Run, third grade kickball tournament, fourth grade track meet and second grade lifetime fitness day expand the experiences learned in the classroom. By connecting with a community partner in the Russellville Fire Department, the physical education teacher helps coordinate a Junior Firefighter's Challenge where students compete against grade-level peers to complete a course that requires speed, agility, and strength. The top three competitors go on to compete in a community competition. With increased awareness of physical fitness, students learn to connect activity to not only a healthy lifestyle but also future career choices, like firefighting.

Our library media specialist promotes the love of reading by providing engaging reading lessons and activities. Throughout the year, she exposes students to a variety of genres and authors. Using a variety of technology, from iPads to Chromebooks, students participate in research projects, giving them additional exposure to nonfiction texts. The Crawford library recently received a facelift. Our media specialist understood that in order to instill a love of reading in students, she had to create a magical space students loved. Old books were weeded from shelves and replaced with current and relevant children's literature. Outdated furniture was replaced with bright, colorful seating and decor to create a learning space that is conducive to learning and where children feel welcomed and can now truly "get lost in a good book."

Once a week, our students spend time in the computer lab learning about internet safety, practicing keyboarding skills, and utilizing programs that teach grade specific content. Crawford students have access to iPads and Chromebooks in their core classes. The computer lab time is an extension of their technology learning and allows them to be proficient with use of programs in the Google Suite, including skills that will help them in the future such as formatting documents properly and navigating programs to convey their ideas clearly.

3. Academic Supports:

3a. Students performing below grade level

Crawford has a comprehensive RTI program, resulting in tremendous academic and social emotional growth. At the core of our instruction, we ensure all students receive quality Tier I instruction through

access to a guaranteed and viable curriculum as well as evidenced-based instructional strategies in all classrooms. A committee made up of interventionists, classroom teachers, an ESL teacher, instructional facilitator, counselor, educational psychologist, and principal meet quarterly to analyze multiple data points and provide timely and targeted intervention strategies and supports for academically and behaviorally struggling students. If students need support beyond what is provided during Tier 1 instruction, students may be placed in a Tier 2 or 3 intervention group focused on closing achievement gaps. Teachers monitor student progress weekly and make revisions to interventions as needed. This RTI process has not only helped students be successful, but it has also strengthened teacher collaboration. Teachers willingly share best practices and offer support and expertise in their specific grade levels and content areas.

3b. Students performing above grade level

Students performing above grade level are given challenging tasks that extend their learning beyond the core curriculum. Students who have mastered core content receive targeted enrichment just as students needing additional support receive targeted interventions. Students showing traits of giftedness in cognitive ability, creative thinking, affective domains, and intrinsic motivation are referred for our Gifted and Talented (GT) program. A GT teacher provides rigorous instruction to select third and fourth grade students once a week for 150 minutes. All kindergarten through second grade students receive monthly enrichment lessons from a different certified GT teacher. Both teachers collaborate with the district GT coordinator and classroom teachers to provide enriching and engaging lessons and activities.

3c. Special education

Crawford prides itself on having high expectations for all students. Our teachers believe that given the right supports, all students can reach their full potential. Core classroom teachers accommodate and modify lessons to meet students' individual needs on a daily basis. Crawford's academic self-contained classroom supports intellectually disabled students. In this classroom, teachers provide individualized instruction through center rotations and small group instruction. We also house a self-contained social emotional classroom that supports students with social deficits and high-magnitude aggressive behaviors. There, the teacher's lessons focus on social skills and behavior management in hopes that students will attain necessary skills to transition back to a general education setting. An educational psychologist works directly with students in this classroom to provide proactive behavior strategies and help with crisis management. In addition to our self-contained classrooms, students with Individualized Education Plans (IEPs) receive academic support in our Resource classroom where students work to meet individualized academic goals and objectives. A speech pathologist provides services to students with speech delays, primarily serving needs in language articulation. Teachers and staff ensure special education students receive equal access to school programs and events; full participation in assemblies and special programs is encouraged. Crawford teachers go above and beyond to ensure every student has the opportunity to experience all that Crawford has to offer.

3d. ELLs, if a special program or intervention is offered

Crawford's diverse population contains twenty-nine percent ELL (English Language Learners) students. While most of our ELLs speak Spanish as a second language, we have some students that speak other languages like Arabic and Marshallese. Home Language Surveys and ELPA 21 assessment data help the Language Proficiency Assessment Committee (LPAC) determine what English as a Second Language (ESL) services students need. Students qualifying for direct services receive intensive pull-out instruction with a certified ESL teacher or an ESL instructional aide. Lessons focus on vocabulary study, grammar, reading comprehension, and writing. Some students receive inclusion services where the ESL teacher accompanies the student in class and provides real-time feedback and support on core classroom content. Fourteen of our core classroom teachers have ESL endorsements allowing them to better serve ELLs in the general education setting. ESL Endorsed teachers implement research-based strategies that support ELLs' language acquisition. When students qualify to exit out of ESL services, the LPAC committee continues to monitor their progress and provide support as needed for two years. Outside of instruction, we provide multiple language resources as well. Careful attention is given to ensure parent communication is bilingual and accessible to all families. A district translator provides translation services for student and parent

communication, and multiple translators are always available for school events such as parent-teacher conferences and programs.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Student data shows that a large number of our students have experienced more than one Adverse Childhood Experience (ACEs). Teachers recognize the importance of implementing trauma-informed practices; as a result, we provide on-going professional development in this area, focusing on what trauma is, what it looks like in the classroom and overall school setting, and how best to serve students with trauma. Teachers are intentional in relationship building, assuring students have safe, stable, nurturing relationships and classroom environments. Our counselor and educational psychologist work closely with students providing on-going support during small group and individual counseling sessions. During counseling sessions, students learn calming strategies in order to self-regulate. We also use multiple intervention resources to support students with trauma such as: yoga classes for identified students, mentors from Arkansas Tech University, noise-cancelling headphones, wiggle seats, occupational swings, calm down bottles, stress balls, and one-on-one support from teachers on our behavior resource team.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We foster a positive school culture and climate for students by providing an environment where students feel safe, valued, and supported. Teachers and staff are intentional with relationship building and understand the power of connection. Each day, students and staff lead announcements on the intercom that include positive and motivational messages, shout-outs, reminders, mindfulness tips, and birthday greetings. This way students feel empowered before their learning for the day begins.

Our classroom learning spaces allow students to feel safe to make mistakes and eager to accept learning challenges. Teachers implement strategies and reward systems to keep students engaged and motivated throughout the year. Teachers track points for positive behavior and good work ethic using Class Dojo and tickets, making learning challenging yet fun. We take great measures to motivate students on the multiple assessments they are required to take each year as well as celebrate growth and high achievement on a regular basis. We celebrate student success by hosting lunch with the principal and instructional facilitator as well as extra recess time. We also host quarterly assemblies to recognize all students' academic growth and progress.

Teachers serve students' holistic growth by embedding Social Emotional Learning (SEL) in daily lessons and activities. They provide students tools to succeed behaviorally, socially, and emotionally. Morning meetings help teachers establish a climate of trust, build empathy, and encourage collaboration. Morning meetings provide time for students to visit with their peers and teachers, share thoughts and feelings, and hear positive messages about the day's learning tasks. Regular counseling lessons as well as small and individual support groups provide proactive tools for self-regulation, teaching students how to react to challenges, stress, and trauma. Our intentional focus on SEL has proven to help students achieve greater success in the classroom because students are better able to manage emotions, thus allowing them to avoid crisis moments and stay in the room for uninterrupted instructional time.

We collaborate with district and community partners to engage students in "High Five Fridays." During this time, we greet students as they arrive at school with high fives, music, and a dance party. Students and families love the days where they can get out of the car and dance before entering the building. High Five Friday guests include RSD athletic teams, board members, the Russellville Police and Fire Departments, and special appearances from Mr. and Mrs. Claus in December. Our High Five Fridays goal is to create an atmosphere where students are excited to come to school. Their energy transcends into the classroom and provides greater opportunities for learning.

2. Engaging Families and Community:

Parent and community involvement have been an integral part of Crawford's success. We are fortunate to have parents who are actively involved in the educational process and community members who want to support student and family needs. Teachers engage parents in the academic process through regular two-way communication and feedback about academic and behavioral concerns, and student progress. Teachers are also intentional with positive communication. Every staff member sends positive cards to students and families quarterly and makes positive phone calls weekly. Each teacher has a class Facebook page where they post class updates and pictures of daily activities. We also have a Crawford Facebook and Instagram page that we update with school announcements, monthly event calendars, and photos of daily learning. Parents and community members are highly engaged on our social media feeds and use both as regular communication tools. Our social media pages have helped us "tell our story" and display our positive culture.

We invite parents and community members to be active participants in the learning process and environment. Former teachers, parents, secondary students, and other community members are regular guest readers. Parents participate in class lessons and activities, and Arkansas Tech University students and athletes provide mentoring during lunch and recess times. We host an annual career day where various

community business owners and leaders visit with our students about career choices. We invite families to quarterly assemblies and class parties. We also host an annual Thanksgiving Feast and a Christmas event, “Deck the Halls with Spaghetti and Meatballs,” to encourage festive family fun.

Our PTO engages parents with various school events. Parents assist with planning and volunteering for these events. For example, they host a “Boo Hoo” breakfast for kindergarten parents on the first day of school to help ease the transition from home or daycare to a school setting. Funding for school regalia and field trips for students who need financial aid comes from the generous hearts and success of PTO members and events like their annual carnival. They also host an annual carnival that serves as our primary school fundraiser.

Our Family and Community Engagement Coordinators collaborate with staff and community businesses to host a variety of engaging family events. Throughout the year, we host Literacy, STEM, and Game Nights. During these events, families are engaged in fun, educational games and activities. Community partners like Tyson, Kroger, and Con-Agra donate food for these events. Providing meals at events has increased our attendance tremendously.

This year, Crawford participated in the High Reliability Schools framework where we surveyed parents, soliciting feedback on school improvement efforts. Parents participated in this survey at a high rate, demonstrating they appreciate having a voice in their child's educational environment.

3. Creating Professional Culture:

Research shows that effective teaching has the greatest impact on student achievement. At Crawford, we believe it is our obligation to provide evidence-based, innovative, and engaging teaching strategies daily. Therefore, one of our top priorities is to ensure teachers have a plethora of opportunities for instructional growth. We provide on-going, job embedded professional development (PD) that supports school wide and individualized staff needs. Using an inquiry-focused protocol, teachers and administrators assess our highest needs and create a PD plan that supports learning in those specific areas. For example, in the past, we had low parent involvement, and as a result, one of our school-wide professional growth goals (PGP) was parent communication. We discussed and learned about effective communication strategies and began immediate implementation. This proved to be successful as we saw an immediate increase in parent involvement at school events and in the educational process.

We collaborate with math and literacy specialists from our regional co-op monthly, inviting them to present teacher selected PD topics. During these PD sessions, teachers learn about grade level, content specific strategies that will improve student learning and outcomes. Classified staff members also benefit from on-going PD as we strengthen their knowledge base of effective instructional strategies for intervention groups. Teachers lead PD, sharing content specific information, instructional strategies, tips for effective technology implementation, and trauma informed practices. Teachers attend PD sessions locally and across the nation. Most recently, a first grade teacher and the principal visited Apple Park, in Cupertino, CA to learn effective ways to enhance instruction with iPads.

Through implementation of the PLC framework, we have seen our collaborative efforts strengthened. Teachers share best practices in an on-going, reflective, and collaborative way. Teachers support one another, providing assistance and guidance wherever needed. Teachers are eager to learn from each other and this is evidenced by their desire to observe peers at Crawford and other RSD schools. Teachers value others' experiences and use those shared experiences to guide teaching practices and improve student learning.

The common denominator in all of Crawford's success and growth is quality educators. We realize that teachers are the single greatest variable of student success, and thus, we recognize and celebrate their efforts routinely with regular feedback, individual and team shout outs, meals, treat trolleys, popcorn Fridays, and personalized handwritten notes from the principal. While teachers love these “pick me up” items, the positive relationships amongst our staff make them feel most valued.

4. School Leadership:

The principal has made a major impact on improving the culture and climate at Crawford. Through shared and servant leadership, she has created a school environment where students, families, and staff feel valued and connected to the overall education process. She leads by example and keeps students' best interest at the forefront of all decisions. She is intentional about building relationships and makes personal connections with each staff member. She has high expectations for all and works alongside the staff to learn new instructional strategies. She is constantly reflecting on administrative practices and making necessary improvements in growth areas. She willingly shares her professional knowledge with others through presentations at the building, district, regional and state levels. Visibility is important to her. She spends a great deal of time visiting classrooms and making connections with students. Effective communication is her strong suit, and she ensures she connects with families on a regular basis to support learning needs.

The principal cultivates teacher leadership capacity among staff members by providing multiple opportunities for teachers to lead. At the beginning of each year, every teacher is asked to serve on a committee that supports the overall functioning of the school. This allows teachers to choose an area that interests them and serves the overall school population in an innovative way. Grade level Team leaders provide leadership for their teams and also collaborate with the instructional facilitator, intervention coordinator, and principal to form a Guiding Coalition that makes instructional decisions. The Leadership Team is composed of a member from each grade level and specialty course at Crawford. This team meets to discuss overall school improvement needs like attendance, staff communication, duties, and school wide procedures. Our instructional facilitator leads instructional discussions during team meetings providing support with instructional strategies and engagement techniques. She observes teachers daily and provides timely feedback on how to improve instructional practices. Our counselor leads all Social Emotional Learning. She provides on-going PD and support to teachers, students, and families in order to aid in their social development.

Shared leadership has been effective in helping the Crawford staff lead change efforts to scale. Teachers take ownership of their leadership role, exhibiting pride in all they do. Dividing leadership tasks has been helpful in keeping a healthy balance between all tasks that must be completed in any given school year. Teachers hold each other accountable for quality work and expect nothing short of excellence in their projects and endeavors. They feel empowered to lead change operating with one of our school norms in mind "5% problem, 95% solution". As a result of distributed leadership, our students are the direct beneficiaries of innovation.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Crawford teachers are experts at managing challenging behaviors. On the first day of school, they begin implementing effective classroom management strategies that establish daily routines and procedures. Teachers are explicit about their expectations for student behavior. However, even with the best classroom management strategies in place, there are still select students with highly disruptive behaviors. Teachers know that building positive relationships is foundational for preventing classroom disruptions; therefore, they spend significant time making meaningful connections with students.

Teachers use behavior management strategies daily. They implement behavior interventions seamlessly as they provide academic interventions. Teachers are innovative when met with difficult behaviors, using strategies to support individual behavior needs. Every classroom is equipped with a “safe spot” or calm down area where students can go when they feel angry, sad, or stressed. They teach students how to access the safe spot before they enter crisis mode in an effort to keep students in class and maintain safety for that student and others.

Teachers work with colleagues and students to create personalized incentive charts, star systems, and visual schedules that meet students’ specific needs. Multiple staff members, outside of core classroom teachers, complete check-ins meeting with students individually and providing support, crisis management, and proactive strategies to keep students on track.

Teachers use multiple classroom resources and strategies for students with hyperactive tendencies. One teacher even implemented yoga classes as a tool to help students learn to calm themselves. Bouncy bands allow students to bounce their feet in a non-disruptive way and raised desks allow students who struggle to sit still an option to stand during instruction. Students can use alternate seating options like wiggle seats and stability balls allowing movement outlets. The educational psychologist creates sensory diets for sensory seeking students. Students can access tools like fidget toys, chewys, calming bottles, Wilbarger sensory brushes, and weighted vests that provide sensory input. For sensory output options, teachers have students carry weighted objects to the office or another classroom. Physical exercises and time on a trampoline also provides a release for students.

The implementation of effective strategies and resources allows teachers to minimize disruptions and maximize instructional time. Our goal is to support students’ individual needs through a holistic approach. These SEL supports help students learn to monitor their behavior and regulate emotions. Supporting students in this way creates students who can thrive in an ever changing society.